



TEXAS
EARLY COLLEGE
HIGH SCHOOL

Early College High School Roadmap to Designation

Overview of the Early College High School Roadmap to Designation

The Early College High School (ECHS) Roadmap to Designation outlines a set of annual, high-level activities for ECHS in their provisional status that promote a successful ECHS designation. Each of the activities aligns to the ECHS Blueprint Design Elements, Outcome Based Measures (OBM) and Artifacts. The activities listed herein are not all inclusive, nor are all the Design Elements addressed. Districts and Institute of Higher Education (IHE) partners are expected to complete each of the activities with the support from their TEA technical assistance provider.

The Roadmap to Designation details school systems and policies that support:

- Regularly convened leadership teams
- Adequate staffing
- Recruiting targeted populations and growing the ECHS program
- Academic infrastructure effectiveness
- Strong partnership development and sustainability
- ECHS students meeting Access, Achievement, and Attainment OBMs
- Implementation of all ECHS design elements with fidelity to the ECHS Blueprint
- Ongoing continuous improvement to sustain ECHS beyond designation
- Annual curation of ECHS artifacts

ECHS BLUEPRINT

Benchmark 1:
School Design

Benchmark 2:
Partnerships

Benchmark 3:
Target Population

Benchmark 4:
Academic Infrastructure

Benchmark 5:
Student Supports

ECHS Artifacts
ECHS OBMs

ECHS RESOURCES

[ECHS Blueprint](#)
[CCRSM website](#)
[TEA CCRSM website](#)
[ECHS Designation](#)
[ECHS Learning Community](#)

Benchmark 1 Actions: School Design

LEADERSHIP TEAM SYSTEMS AND POLICIES

Leadership Teams Meet Regularly [DE 1.6]	Fall	Spring	Summer
<input type="checkbox"/> Develop/Publish dates for regularly scheduled internal campus/district leadership team meetings	Yes		
<input type="checkbox"/> Develop/Publish dates for regularly scheduled full leadership team meetings: campus, district, IHE, and other partners	Yes		

OBMs

- All Access OBMs
- All Attainment OBMs
- All Achievement OBMs

Artifacts

- 1.8 ECHS leader/liaison meeting agendas and relevant material
- 1.6 ECHS/IHE leadership meeting agendas

Leadership Team Strategic Priorities [DE 1.6]	Fall	Spring	Summer
<input type="checkbox"/> Consider generating a mid-year ECHS report for the full leadership team to guide mid-course corrections . Consider multiple data streams for continuous improvement: each cohort's overall success on TSIA, 1st semester course completion (HS/college), earning of IBCs, Level I/II certificates; teacher and leadership retention, Access OBM, Attainment OBM, Achievement OBM, etc. [DE 1.6.d]		Yes	
<input type="checkbox"/> Create annual ECHS report to share with school board and IHE board to include TEA OBM Report [DE 1.6.c]			Yes
<input type="checkbox"/> : Use multiple data streams (grades, attendance, student/teacher surveys, OBMs, EOC, IHE and B/I input, etc.) to develop annual and long-term strategic priorities with milestones and checkpoints to gauge success towards meeting OBM and all ECHS design elements [DE 1.6]	Yes		Yes
<input type="checkbox"/> Review mid-year and end-of-year cohort milestones on all OBM data indicators to support each cohort's progress towards meeting OBM. Make programmatic adjustments based on data analysis of strengths and opportunities [DE 4.8.b]		Yes	Yes
<input type="checkbox"/> Ensure opportunities for feedback from IHE [DE 4.8.c]	Yes	Yes	

OBMs

- All Access OBM
- All Attainment OBM
- All Achievement OBM

Artifacts

- 1.6 School board and board of regents' presentations
- 1.6 Document(s) outlining the strategic priorities for the current academic year and/or long-term priorities of the ECHS partnership

Leadership Team Key Roles [DE 1.7]	Fall	Spring	Summer
<input type="checkbox"/> Ensure the leadership team is knowledgeable of the ECHS Blueprint, strategic priorities, and team members' roles [DE 1.7]	Yes	Yes	Yes
<input type="checkbox"/> Review team members' roles to ensure continuous alignment with strategic priorities [DE 1.6.a]	Yes		

Artifacts

- 1.7 Description of each member and role in committee

Benchmark 1 Actions: School Design, Continued

SUSTAINABILITY SYSTEMS AND POLICIES

No Cost to Students [DE 1.1]	Fall	Spring	Summer
<input type="checkbox"/> Develop budget/costs for next school year: tuition, fees, books, transportation, summer bridge, college experiences, FTE's, technology, facilities, PD, recruitment materials, etc. and identify funding sources [DE 1.1]	Yes		
<input type="checkbox"/> Request FTE allocations and budget for the next school year based on addition of a new cohort and/or additional pathways [DE 1.1 and 1.10]		Yes	

Artifact

- 1.8 ECHS leader/liaison meeting agendas and relevant material

Sustainability Structures [DE 1.10]	Fall	Spring	Summer
<input type="checkbox"/> Consider implementing an annual needs assessment . Seek input from students, parents, community, teachers, district, IHE and if applicable, B/I partners [DE 1.6 and DE 1.10]			Yes
<input type="checkbox"/> Complete annual ECHS designation application through the TEA Program Application Cycle	Yes		
<input type="checkbox"/> Research grant opportunities to secure additional funding streams [DE 1.10]	Yes	Yes	
<input type="checkbox"/> Annually review funding for scalability and sustainability [DE 1.10]	Yes		

Artifact

- 1.8 ECHS leader/liaison meeting agendas and relevant material

Benchmark 1 Actions: School Design, Continued

ECHS STAFF PROFESSIONAL DEVELOPMENT SYSTEMS AND POLICIES

Professional Development Opportunities [DE 1.9.b and DE 1.9.c]	Fall	Spring	Summer
<input type="checkbox"/> Allocate time and substitutes for HS teachers/advisors to collaborate with IHE faculty/advisors and participate in joint training(s) [IE 1.9.b and DE 1.9.c]	Yes	Yes	Yes
<input type="checkbox"/> Participate in ESC and local IHE dual credit conferences [DE 1.9.b and DE 1.9.c]	Yes	Yes	Yes
<input type="checkbox"/> If applicable, consider partnering with IHE to create a facilitator handbook for paraprofessionals and teachers who serve as facilitators/proctors for online dual credit courses [DE 1.9.b and DE 1.9.c]			Yes
<input type="checkbox"/> Allocate funding and time for staff and leadership to attend CCRSM convenings and summer Leadership Institute, and new leaders convening [DE 1.9.c]	Yes	Yes	Yes

OBTs

- All Access OBTs
- All Attainment OBTs
- All Achievement OBTs

Artifacts

- 1.6 ECHS/IHE leadership meeting agendas
- 1.8 ECHS leader/liaison meeting agendas and relevant material
- 1.9 Annual Training or professional development (PD) plan with ECHS and IHE faculty
- 5.6 Professional learning community agendas

Implement Annual PD Plan [DE 1.9]	Fall	Spring	Summer
<input type="checkbox"/> Use needs assessment of student/teacher data to inform professional development for increased rigor and college/career readiness; and teacher retention [DE 1.9]	Yes	Yes	Yes
<input type="checkbox"/> Provide staff annual training regarding college course requirements and layered wrap-around support structures to ensure ECHS courses are rigorous and promote college and career readiness [DE 1.9.c]	Yes	Yes	Yes
<input type="checkbox"/> Implement an ECHS mentor/induction program beyond district's new teacher/administrator training in order to onboard staff to ECHS design elements and student supports [DE 1.9.a]	Yes	Yes	

Artifacts

- N5.6 Professional learning community agendas
- 1.9 Mentor/induction program plans

OBTs

- All Access OBTs
- All Attainment OBTs

- All Achievement OBMs

Benchmark 1 Actions: School Design, Continued

STAFF AND SCHOOL STRUCTURES SYSTEMS AND POLICIES

ECHS Staff [DE 1.8]	Fall	Spring	Summer
<input type="checkbox"/> Work with HR, IHE partner(s), I/B partners to recruit/retain leader, IHE liaison, ECHS teachers, and counseling/advising staff to annually meet the increased demand for cohorting, core, elective, and dual credit courses [DE 1.3 and DE 1.8]	Yes	Yes	Yes
<input type="checkbox"/> Highly qualified teachers: Ensure the ECHS has highly qualified teachers by scheduling regular meetings with IHE to address: <ul style="list-style-type: none"> • HS teachers' dual credit credentialing • Who will teach college courses (DC or college faculty) [DE 1.8.c] 	Yes	Yes	Yes
<input type="checkbox"/> Calendar time for counseling/advising staff to register students, and meet with students to monitor high school and college transcripts [DE 1.8.d]	Yes	Yes	

OBTs

- All Achievement OBTs
- All Attainment OBTs

Artifacts

- 1.8 ECHS leader/liaison meeting agendas and relevant material
- 5.2 Advising: Schedule of regularly scheduling advising event and records of completion for these support services

Flexible Scheduling [DE 1.4]	Fall	Spring	Summer
<input type="checkbox"/> Review course offerings and IHE schedule to to create a flexible high school master schedule to address: <ul style="list-style-type: none"> • College courses only offered at certain times • Differences in high school schedule and college schedule • Transportation times, if applicable • Contact hours for WECM courses • Dates when high school is in session, but college is not in session • High school staff to support students traveling to college campus, if applicable • Cohorting of students in core, academic, and college support classes [DE 1.3] 	Yes	Yes	Yes

Artifact

- 1.8 ECHS leader/liaison meeting agendas and relevant material

Location [DE 1.2]	Fall	Spring	Summer
<input type="checkbox"/> Review interior and exterior branding to ensure ECHS promotes college-going culture and represents ECHS partners with the IHE [DE 1.2]	Yes	Yes	Yes
<input type="checkbox"/> If location is CTE center or college campus, consider meeting regularly with IHE and home campus leadership teams to support ECHS culture, college and career navigation activities and academic persistence			Yes

Benchmark 2 Actions: Partnerships

MOU/ILA PARTNERSHIP SYSTEMS AND POLICIES

MOU/ILA Partnership	Fall	Spring	Summer
<input type="checkbox"/> The IHE/ECHS leadership team meets at least once a year to review MOU/ILA for necessary revisions to meet all ECHS Blueprint design elements in BM 2, changes in legislation, TEA, Texas Higher Education Coordinating Board, and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to continuously improve programmatic supports and services for students aligned to the Texas statewide dual credit goals [BM 2]	Yes		
<input type="checkbox"/> Annually review MOU/ILA to ensure alignment of ECHS with Texas statewide dual credit goals [DE 2.1]	Yes		
<input type="checkbox"/> : Roles and responsibilities in MOU/ILA are annually reviewed based on ECHS data strengths and opportunities [DE 2.2] <ul style="list-style-type: none"> IHE/ECHS staff are knowledgeable of the ECHS Blueprint and goals of the IHE/ECHS partnership 	Yes		
<input type="checkbox"/> Cost sharing is delineated in the MOU/ILA with appropriate partnership funding allocated to sustain the ECHS [DE 2.3] <ul style="list-style-type: none"> Tuition and fees [DE 2.3.a] Instructional materials and supplies [DE 2.3.b and DE 2.8.b] Transportation [DE 2.3.c and DE 2.10.b] Student waivers for tuition and fees [DE 2.3.d] 	Yes		
<input type="checkbox"/> Transportation policies and respective roles of IHE, ECHS, and students are clearly communicated to students and parents and included in the MOU/ILA [DE 2.10] <ul style="list-style-type: none"> ECHS policies address student drivers 	Yes		
<input type="checkbox"/> MOU/ILA includes provisions for data sharing [DE 2.14] <ul style="list-style-type: none"> Dual credit teacher qualifications [DE 2.14.a] Student level data [DE 2.14.b] Expanding ECHS access to IHE student data [DE 2.14.c] 	Yes		
<input type="checkbox"/> : The joint leadership team sets annual cohort student Attainment OBM and Achievement OBM goals and reviews student outcome metrics at least once a semester to expand strengths, close gaps, and revise support systems as needed [DE 2.14.b] <ul style="list-style-type: none"> IHE and ECHS GPA Semester credit hours taken and earned Course enrollment/drops TSIA scores Midterm grades Attendance for high school accountability 	Yes		

MOU/ILA Partnership	Fall	Spring	Summer
<input type="checkbox"/> The joint leadership team meets at least bi-annually to conduct a program data analysis to analyze student success (strength and opportunities) as outlined in the MOU/ILA [DE 2.15] <ul style="list-style-type: none"> • DC students transitioning to and accelerating through postsecondary education [DE 2.15.a] • DC course quality and rigor ensure student success in subsequent courses [DE 2.15.b] 	Yes	Yes	
<input type="checkbox"/> The joint leadership team sets annual goals for percentage of students transitioning and accelerating through dual credit courses and makes programmatic adjustments to address gaps in student attainment and achievement [DE 2.15]	Yes		

OBTs

- **Attainment OBTs**
 - Earn 9 College Credits: 40% of students by the end of 10th grade
 - Earn at least 3 College Credits in ELA or Mathematics: 60% of students by the end of 11th grade
 - Earn 15 college credits: 65% of students
 - Earn an Associate degree: 50% by graduation
- **Achievement OBTs**
 - TSIA MATH: 60% achieve passing rate by 11th grade
 - TSIA ELAR: 70% of student achieve passing rate by 11th grade

Artifact

- 2.1 Final, signed, and executed MOU/ILA or similar agreement: MOU/ILA must be reviewed annually with the goal of improving programmatic supports and services for students and alignment to the Texas Statewide Dual Credit Goals

Benchmark 2 Actions: School Design, Continued

MOU/ILA ACADEMIC INFRASTRUCTURE SYSTEMS AND POLICIES

Academic Plan	Fall	Spring	Summer
<input type="checkbox"/> The MOU/ILA includes the academic plan components outlined below and is annually revised to address changes to: <ul style="list-style-type: none"> • Courses of study [DE 2.4.a] • Crosswalk(s) [DE 2.4.b] • Transferability and applicability of college credits earned [DE 2.4.c] 	Yes		
<input type="checkbox"/> Regularly scheduled joint advising sessions support students and parents in understanding the difference between transferability and applicability of college credits earned as well as the crosswalk alignment to high school graduation requirements and college degree completion [DE 2.4, DE 2.13.b, and DE 5.2]	Yes	Yes	Yes
<input type="checkbox"/> MOU/ILA is annually reviewed and revised to address changes to: <ul style="list-style-type: none"> • : Grading periods, policies (such as academic probation) and transcription of college credit in the same semester earned [DE 2.5] • : Instructional calendar to include dual credit opportunities in fall, spring, and summer; with location of college courses and the course delivery format[DE 2.6] • The staffing plan, including Teacher qualifications, instructor availability, and course offerings [DE 2.7.a] • Opportunities for joint IHE/ ECHS PD for faculty and advisors [DE 2.7.b] • Policies regarding instructional materials and textbooks: , such as duration of use, adoption cycles, costs and fees [DE 2.8] 	Yes		
<input type="checkbox"/> The joint leadership team meets at least bi-annually to address the addition of cohorts to systems for course delivery and scheduling, staffing, and instructional materials/textbooks [DE 2.6, DE 2.7, and DE 2.8]	Yes	Yes	
<input type="checkbox"/> The joint leadership team works to identify Open Education Resource (OER) materials to support lowered cost to the ECHS [DE 2.8]	Yes	Yes	

OBTs

- All Attainment OBTs

Artifacts

- 2.1 Final, signed, and executed MOU/ILA or similar agreement: MOU/ILA must be reviewed annually with the goal of improving programmatic supports and services for students and alignment to the Texas Statewide Dual Credit Goals
- 5.2 Documentation of regularly scheduled advising events and records of completion for these support services

Academic Collaboration	Fall	Spring	Summer
<input type="checkbox"/> The MOU/ILA is annually reviewed to address the required components of: access to higher education resources [DE 2.9], collaborative outreach efforts [DE 2.11], student participation [DE 2.12], and academic supports [DE 2.13]	Yes		
<input type="checkbox"/> : The ECHS and IHE partner to provide for multiple, bi-annual opportunities for students to access the IHE facilities, services, and resources [DE 2.9.a]	Yes	Yes	Yes
<input type="checkbox"/> The ECHS and IHE partner for joint presentations to parents and students regarding disability services, with regular counseling/advising for students who qualify for services [DE 2.9.b]	Yes	Yes	Yes
<input type="checkbox"/> The ECHS and IHE employs a collaborative outreach effort and regularly partners for recruiting, bridge programs, culture building, community service, and general informational opportunities with students and parents [DE 2.11]	Yes	Yes	Yes
<input type="checkbox"/> The student participation expectations are clearly and regularly communicated to parents and students. Consider developing an ECHS handbook to outline student participation expectations. As each cohort is added, the leadership team meets regularly to finalize the following: [DE 2.12] <ul style="list-style-type: none"> • Policies on minimum class size • Prerequisites for classes • Attendance policies (IHE and ECHS) • Code of conduct policies (IHE and ECHS) • Statewide assessment of academic skills administration date conflicts with college calendar • Provisions for discontinuing ECHS 	Yes	Yes	
<input type="checkbox"/> Programmatic structures are in place to ensure regular joint intervention and advising opportunities for students [DE 2.13] <ul style="list-style-type: none"> • Bridge programs • Academic and college readiness advising • Transferability and applicability of college credits earned • Student intervention plans 	Yes	Yes	Yes
<input type="checkbox"/> The joint ECHS/IHE leadership team regularly reviews student data to revise joint student academic support systems and policies to meet ECHS goals [DE 2.13]	Yes	Yes	

OBTs

- All Attainment OBTs
- Persistence: 75% of students enrolled in the ECHS program through graduation Artifacts2.1 Final, signed, and executed MOU/ILA or similar agreement: MOU/ILA must be reviewed annually with the goal of improving programmatic supports and services for students and alignment to the Texas Statewide Dual Credit Goals
- 5.2 Documentation of regularly scheduling advising events and records of completion for these support services

Benchmark 3 Actions: Target Population

RECRUITMENT AND ENROLLMENT SYSTEMS & POLICIES

Application [DE 3.1]	Fall	Spring	Summer
<input type="checkbox"/> Application is easily accessible to all students and families	Yes	Yes	
<input type="checkbox"/> If application is a Google Form, a pdf of the entire application is available for families to review	Yes	Yes	
<input type="checkbox"/> Application does not consider grades, discipline, attendance history, STAAR results, essays, or teacher recommendation	Yes	Yes	
<input type="checkbox"/> Application is available in the majority of languages spoken in the district	Yes	Yes	
<input type="checkbox"/> Application is reviewed annually to ensure barriers do not exist for targeted populations, and that the published languages mirror district demographics	Yes	Yes	
<input type="checkbox"/> Application includes important future dates such as signing dates and summer bridge dates	Yes	Yes	

OBTs

- **Access OBTs**
 - At-risk: No more than 25% points under district (grades 9-12)
 - Economically disadvantaged students: No more than 10% points under district (grades 9 – 12)

Artifact

- 3.2 Written admission policy, and enrollment application

Recruitment and Enrollment Policies [DE 3.1 and DE 3.2]	Fall	Spring	Summer
<input type="checkbox"/> Recruitment materials are widely distributed to feeder middle schools in the relevant district languages [DE 3.1]	Yes	Yes	
<input type="checkbox"/> ECHS considers deadlines around current high school recruitment practices when developing ECHS recruitment strategies, such as parent, student, and community information days, nights, and/or showcases [DE 3.1]	Yes	Yes	
<input type="checkbox"/> Recruitment activities are coordinated with feeder middle school administrators, counselors, and teachers [DE 3.1]	Yes	Yes	
<input type="checkbox"/> ECHS engages IHE partner in recruiting activities [DE 3.1]	Yes	Yes	
<input type="checkbox"/> If initial recruitment activities do not result in desired ECHS enrollment numbers, ECHS works with feeder middle schools for lists of targeted populations to invite to additional recruitment experiences [DE 3.1]	Yes	Yes	

Recruitment and Enrollment Policies [DE 3.1 and DE 3.2]	Fall	Spring	Summer
<input type="checkbox"/> The leadership team annually analyzes Access OBM data, recruitment and enrollment policies and practices to ensure ECHS meets Access OBM data indicators and documents enrollment procedures [DE 3.1 and DE 3.2]	Yes	Yes	Yes
<input type="checkbox"/> The ECHS ensures 9th grade cohort, and subsequent cohorts are identified in PEIMS by the October snapshot and each subsequent PEIMS submission	Yes	Yes	Yes

OBMs

- **Access OBMs**
 - At-risk: No more than 25% points under district (grades 9-12)
 - Economically disadvantaged students: No more than 10% points under district (grades 9 – 12)

Artifacts

- 3.2 Written recruitment plan, including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder middle schools and other appropriate locations in the community
- 3.3 Brochures and marketing in Spanish, English, and/or other relevant language(s)
- 3.3 Written communication plan for targeting identified audiences (e.g., parents, community members, school boards, higher education personnel, etc.)

Lottery System [DE 3.4]	Fall	Spring	Summer
<input type="checkbox"/> District policies for performance-blind, open-access lottery are standardized across campuses and meet federal and state non-discrimination laws	Yes		
<input type="checkbox"/> Lottery procedures are documented in district policy	Yes		
<input type="checkbox"/> Leadership team annually reviews weighted lottery protocols (if applicable) to support ECHS meeting Access OBM data indicators			Yes

OBMs

- **Access OBM**
 - At-risk: No more than 25% points under district (grades 9-12)
 - Economically disadvantaged students: No more than 10% points under district (grades 9 – 12)

Artifact

- 3.4 Written lottery procedures (district-level or campus-level)

Stakeholder Engagement [DE 3.3]	Fall	Spring	Summer
<input type="checkbox"/> ECHS informs new middle school counselors, administrators, and teachers of the opportunities available to ECHS students	Yes	Yes	
<input type="checkbox"/> Acceptance letters and signing ceremonies are part of the ECHS culture	Yes	Yes	
<input type="checkbox"/> IHE partner participates in recruitment activities [DE 3.1] and signing ceremonies	Yes	Yes	

Stakeholder Engagement [DE 3.3]	Fall	Spring	Summer
<input type="checkbox"/> Recruitment activities and parent student information nights are shared across social media platforms	Yes	Yes	
<input type="checkbox"/> Stakeholder input informs refinement of recruitment and enrollment processes that support open-access and meeting Access OBM	Yes		

OBMs

- **Access OBMs**
 - At-risk: No more than 25% points under district (grades 9-12)
 - Economically disadvantaged students: No more than 10% points under district (grades 9 – 12)

Artifacts

- 3.2 Written admission policy, and enrollment application
- 3.3 Written communication plan for targeting identified audiences (e.g., parents, community members, school boards, higher education personnel, etc.)

Benchmark 4 Actions: Academic Infrastructure

ACADEMIC INFRASTRUCTURE SYSTEMS AND POLICIES

Application [DE 4.1]	Fall	Spring	Summer
<input type="checkbox"/> Leadership team meets at least once annually to explore how the ECHS academic plan and postsecondary opportunities connect with regional needs [DE 4.1]			Yes
<input type="checkbox"/> Crosswalks are reviewed annually to ensure crosswalk alignment between high school and college degree plans; changes from TEA, THECB, SACSCOC, and IHE; and the ability of students to earn college credits to meet Attainment OBM data indicators [DE 4.2 and DE 4.3]	Yes	Yes	Yes
<input type="checkbox"/> Crosswalks enable students to earn postsecondary opportunities , such as college credit and an associate degree that is transferable toward a baccalaureate degree [DE 4.2]	Yes	Yes	Yes
<input type="checkbox"/> Schedule regular student persistence data reviews of course offerings to determine additional college credit offerings such as: AP, IB, OnRamps, and CLEP [DE 4.4] <ul style="list-style-type: none"> Include course offerings in ECHS Handbook if applicable 	Yes	Yes	Yes
<input type="checkbox"/> Plan at least one semester ahead for the next semester's college course offerings : sections, staffing, transportation, books, supplies, facilities, modality (virtual, distance/online/blended), etc. [DE 4.5]	Yes	Yes	Yes
<input type="checkbox"/> The ECHS and IHE continually collaborate to develop a well-communicated plan to students, parents, and staff regarding the delivery of courses , including [DE 4.5]: <ul style="list-style-type: none"> Where each college course will be taught (ECHS or IHE) Who will teach the college course (IHE faculty or DC faculty) How the course will be delivered (face-to-face, online, hybrid) 	Yes	Yes	Yes

OBMs

- All Attainment OBMs

Artifacts

- 4.1 Documentation detailing examples that make the connection between regional need and student pathways
- 4.1 Current date regional high-demand occupation list
- 4.3 Crosswalk aligning high school and college courses, grades 9 through 12, which enables a student to earn an associate degree or up to 60 college credit hours toward a baccalaureate degree
- 4.3 Master schedules

Benchmark 4 Actions: Academic Infrastructure

ACADEMIC PERSISTENCE SYSTEMS AND POLICIES

College Readiness - TSIA	Fall	Spring	Summer
<input type="checkbox"/> ECHS is a TSIA test site [DE 1.5]	Yes		
<input type="checkbox"/> TSIA test dates , times, and location are annually published to provide students multiple TSIA testing opportunities throughout each school year [DE 4.7.a]	Yes		
<input type="checkbox"/> ECHS budget supports assessment fee waivers for all administrations of the TSIA test [DE 4.7.b]	Yes	Yes	
<input type="checkbox"/> Counselors review alternative TSIA opportunities (TAC 4.54) and provide information to IHE regarding students who qualify for alternative TSIA opportunities[DE 4.7.e]	Yes	Yes	Yes
<input type="checkbox"/> ECHS has a written plan for TSIA success (prep/test) for all students at all grade levels [DE 4.7.c] <ul style="list-style-type: none"> ECHS allocates master schedule time and staff to support students in TSIA preparation and testing during each semester 	Yes	Yes	
<input type="checkbox"/> For students who do not meet TSIA requirements in crosswalk, the ECHS develops individualized TSIA accelerated instruction plans for students to complete within the school day [DE 4.7.c and DE 4.7.d] <ul style="list-style-type: none"> Consider student and parent commitment letters for the TSIA intervention and re-test plans Campus offers TSIA preparation and acceleration opportunities such as a TSIA boot camp if student does not meet TSIA requirements within the year that student first tests and does not pass 	Yes	Yes	
<input type="checkbox"/> Leadership team bi-annually analyzes TSIA data by cohort to determine if resources and interventions are successful for the majority of students [DE 4.8] <ul style="list-style-type: none"> Campus uses tools such as a student TSIA survey to assess how TSIA activities/ interventions meet or do not meet student needs 			Yes
<input type="checkbox"/> TSIA content is back mapped into all core and elective courses, with all teachers trained in TSI preparation and assessment			Yes
<input type="checkbox"/> ECHS partners with IHE and ESC to develop TSIA professional development for teachers and support curriculum for students			Yes
<input type="checkbox"/> TSIA preparation and testing is included in summer bridge program, especially if students need to be TSIA met as freshmen [DE 5.1] <ul style="list-style-type: none"> Consider TSIA prep/test of 8th graders after STAAR assessments Bridge includes team building, soft skills, and activities to support transition from middle school to high school as well as academic acceleration [DE 5.1] 			

OBTMs

- Achievement OBTMs**
 - TSIA Mathematics*: 60% achieve passing rate by 11th grade
 - TSIA ELA/Reading*: 70% of student achieve passing rate by 11th grade graduation

Artifacts

- 4.7 Calendar of TSIA scheduled test administration dates, sign-up process, and intervention expectations
- 4.7 Aggregate reports of TSIA exam performance
- 4.7 Testing calendar and schedule for SAT, ACT, or other college readiness assessments
- 5.1 Bridge program curriculum and schedule

SAT/ACT	Fall	Spring	Summer
<input type="checkbox"/> ECHS back maps SAT/ACT into core content			Yes
<input type="checkbox"/> ECHS provides within the school day and outside of the school day SAT/ACT preparation	Yes	Yes	Yes
<input type="checkbox"/> ECHS annually monitors SAT/ACT results to inform programmatic successes and opportunities			Yes

Artifact

- 4.7 Testing calendar and schedule for SAT, ACT, or other college readiness assessments

Student Persistence	Fall	Spring	Summer
<input type="checkbox"/> Work with IHE for access to an early alert system [DE 4.8 and DE 4.9]	Yes	Yes	Yes
<input type="checkbox"/> Academic performance in high school: Academic support/acceleration plans are developed, implemented, and regularly monitored for students off track to earn high school credits, college credits, and meet TSIA / EOC standards to ensure student academic performance in high school [DE 4.6, DE 4.9, DE 5.3]	Yes	Yes	Yes
<input type="checkbox"/> Implement a data tracking system and biannually review data to identify student strengths and weaknesses in order to inform retention and persistence support plans [DE 4.8.a]	Yes	Yes	
<input type="checkbox"/> ECHS monitors/supports students graduating early or on time to ensure meeting/exceeding the state-wide graduation rate [DE 4.9]	Yes	Yes	
<input type="checkbox"/> Counselors/advisors regularly engage in activities with students and parents to support student pathways , such as direct-to-college student enrollment, i.e. [DE 4.10] <ul style="list-style-type: none"> • How to find a best-fit-4-yearr IHE • How to complete a degree plan • Setting long-term college, career, life goals • Scholarship searches and essay writing for scholarships • Navigating financial aid opportunities 	Yes	Yes	
<input type="checkbox"/> Leadership team tracks college enrollment data and collects alumni feedback data regarding transition to 2 or 4 year college and/or workforce [DE 4.10]	Yes		

OBTs

- **Achievement OBTs**

- Algebra I EOC: 60% of students “Meets Grade Level Performance” by end of 9th grade
- English II EOC: 65% of students “Meets Grade Level Performance” by end of 11th grade
- **Attainment OBM**
 - Persistence: 75% of students enrolled remain in the ECHS program through graduation
- **Achievement OBM**
 - High School Graduation Rate: Within 5% of statewide 4-year graduation rate

Benchmark 5 Actions: Student Supports

WRAP-AROUND STRATEGIES AND SERVICES SYSTEMS & POLICIES

	Fall	Spring	Summer
<input type="checkbox"/> Input from students, parents, teachers and leadership team informs system changes to ensure bridge program supports [DE 5.1]: <ul style="list-style-type: none"> • Student transition from middle school to ECHS • Academic skills for high school, college, and career readiness • TSIA 	Yes	Yes	Yes
<input type="checkbox"/> Bridge programs are offered throughout the school year, to support student retention and academic persistence during the times when high school is in session and colleges classes are not in session [DE 5.1]	Yes	Yes	Yes
<input type="checkbox"/> Schedule semester joint IHE and ECHS activities and advising to address: [DE 5.2, DE 5.5, DE 4.9 and DE 4.10] <ul style="list-style-type: none"> • Onboarding new cohorts to IHE platforms • College presentations and field trips • Parent/student progress conferences • Student mentorship • IHE support facilities (labs, tutoring, etc.) • IHE disability services • Declaring major (if applicable) • Filing degree plan 	Yes	Yes	Yes
<input type="checkbox"/> Schedule a minimum of one student advising meeting per semester with counselor/advisor/IHE liaison to review 4-year academic plan progress [DE 5.2, DE 4.8, and DE 4.9]	Yes	Yes	
<input type="checkbox"/> Students off-target to completing degree plans are advised of multiple entry points to earn as many credits as possible, while still meeting student needs	Yes	Yes	Yes
<input type="checkbox"/> Within the school day, the ECHS schedules student interventions and academic supports, such as classes, acceleration, and tutoring to ensure students meet/exceed EOC state rates and Attainment/Achievement OBM data metrics [DE 5.3]	Yes	Yes	
<input type="checkbox"/> Advisory and classroom support time is built into the master schedule [DE 5.4]	Yes	Yes	
<input type="checkbox"/> Wrap-Around Strategies and Services are structured within the school day to encompass career, academic, behavioral, and mental health supports for all students [DE 5.5]	Yes	Yes	
<input type="checkbox"/> College and career preparation activities are provided to students to address: <ul style="list-style-type: none"> • College application assistance, such as Apply Texas • Financial aid counseling, such as FAFSA/TASFA nights • College and career opportunities 	Yes	Yes	

OBTs

- **Attainment OBTs**
 - Persistence: 75% of students enrolled remain in the ECHS program through graduation
 - Earn 9 College Credits: 40% of students by the end of 10th grade
 - Earn at least 3 College Credits in ELA or Mathematics: 60% of students by the end of 11th grade
 - Earn 15 college credits: 65% of students
 - Earn an Associate degree: 50% by graduation
- **Achievement OBTs**
 - Algebra I EOC: 60% achieve “Meets Grade Level Performance” by end of 9th grade
 - English II EOC: 65% of students achieve “Meets Grade Level Performance” by end of 11th grade
- **Attainment OBTs**
 - Persistence: 75% of students enrolled remain in the ECHS program through graduation

Artifacts

- 5.1 Bridge program and curriculum schedule
- 5.2 Advising: Schedule of regularly scheduling advising event and records of completion for these support services
- 5.3 Student Intervention: Tutoring Schedules
- 5.4 Classroom Supports: Advisory/study skills curriculum material

Enrichment Opportunities	Fall	Spring	Summer
<input type="checkbox"/> Calendar of family outreach events/activities is annually developed and reviewed with input from families and students [DE 5.6.d and DE 5.6.e]	Yes	Yes	Yes
<input type="checkbox"/> Community service opportunities are developed in partnership with IHE and if applicable, B/I partners. ECHS supports school-wide participation in "x" hours of community service [DE 5.6.a]	Yes	Yes	Yes
<input type="checkbox"/> Mentorship programs are structured throughout each school year to support peer mentoring, staff/student mentoring, and if applicable, B/I mentoring [DE 5.6.c]	Yes	Yes	Yes
<input type="checkbox"/> : The ECHS coordinates with businesses, Texas workforce, and local chamber(s) to provide regularly scheduled career awareness, exploration, preparation, training , and possible internships (virtual/in-person) for students [DE 5.6.b]	Yes	Yes	Yes

OBT

- **Attainment OBT**
 - Persistence: 75% of students enrolled remain in the ECHS program through graduation

Artifacts

- 5.6 Calendar of family outreach events